STONE SOUP

THEME: Balance Your Day With Food and Play **NUTRITIONAL FOCUS:** Food Guide Pyramid

GRADE LEVEL: Kindergarten

OBJECTIVES:

- 1. Students will become familiar with the *Food Guide Pyramid* through class discussion and singing songs.
- 2. Students will apply listening skills by recalling a sequence of events in a story.
- 3. Students will become aware of the importance of choosing from the five major food groups by listening to a story, class discussion, and singing songs.
- 4. Students will enjoy physical activity and learn that being active is healthy by playing games.
- 5. Students will become familiar with a variety of vegetables by listening to a story, class discussion, and singing songs.
- 6. Students will become familiar with beginning sounds by playing a game.
- 7. Students will develop counting skills by reciting a chant and completing activities.
- 8. Students will become familiar with the source of different meats by class discussion and singing a song.
- 9. Students will become familiar with a variety of fruits by playing a game.
- 10. Students will practice fine motor skills by cutting pictures from magazines.

CURRICULUM CONNECTION: Art, Economics, Health, Listening, Mathematics, Music, Physical Education, Reading, Science, and Speaking

Economics Standards

The student will:

- 1. match occupations with simple descriptions of work.
- 2. will identify basic economic concepts, including the difference between needs and wants.

Fine Arts Standards

Music— **Standard One:** Students will use the performance of music as a means for creative expression and communication.

Visual Arts— **Standard One:** Students will understand and use visual arts as a means for creative self-expression and interpersonal communication.

Health Education Standards

Standard One: Students will understand health promotion and disease prevention concepts and practices.

Life Science Standards

The student will:

- 1. sort living from non-living things.
- 9. describe ways that plants and animals depend on each other.

Measurement Standards

The student will:

7. compare temperatures of different objects.

Number Sense Standards

The student will-

1. count and group numbers, objects, and simple events.

Patterns, Relations, and Functions Standards

The student will:

- 1. sort and classify objects according to similar attributes.
- 2. identify common attributes found in different groupings.



Standard One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Standard Three: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Physical Science Standards

The student will:

- 1. use sensory descriptions to describe objects.
- 9. determine which of two objects is hotter or colder.

Reading Standards

The student will:

- 1. name all upper and lower case letters and identify the representative sounds.
- 11. describe how books, stories, poems reflect things people do.

Speaking Standards

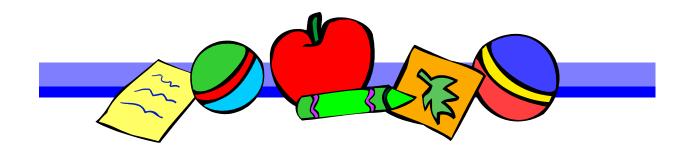
The student will:

- 1. retell an experience in logical sequence.
- 3. participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
- 4. use words to describe numbers, colors, size, shape, location, people, places, things, and actions.



MATERIALS NEEDED:

- Stone Soup by Marilyn Sapienza
- Food Guide Pyramid (included in lesson)
- Six large-paper grocery sacks
- *Homework Help #1* (included in lesson)
- Envelopes for sending *Homework Help #1* to parents
- Collection of magazines
- Potato for playing a game
- Four-inch squares of art paper (classroom supply)
- Crayons or markers
- Thumbtacks or push pins
- Song: *Stone Soup* (included in lesson)
- Song: *Drinking Milk* (included in lesson)
- *Homework Help #2* (included in lesson)
- *Homework Help #3* (included in lesson)
- Student Handout Set the Table (included in lesson)
- One potato
- Ten number tags (described in lesson)
- Yarn for number tags
- Student Handout *Potato Count* (included in lesson)
- Chant: Potato Chant (included in lesson)
- Song: *The Potato Song* (included in lesson)
- *Homework Help #4* (included in lesson)
- One piece of fruit for playing Musical Fruit
- Tape player for providing music for *Musical Fruit*
- Song: *Meat from the Farm* (included in lesson)
- Supply of roll paper for individual body shapes
- Glue or glue sticks
- Song: *Eat Smart* (included in lesson)
- Parent/Student Survey (included in lesson)



BACKGROUND INFORMATION:

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices. Different foods contain different nutrients and other healthful substances. No single food can supply all the nutrients in the amounts you need. To make sure you get all the nutrients and other substances you need for good health, build a healthy base by using the *Food Guide Pyramid*. Choose the recommended number of daily servings from each of the five major food groups.

Choose a variety of foods for good nutrition. Since foods within most food groups differ in their content of nutrients and other beneficial substances, choosing a variety helps you get all the nutrients and fiber you need. It can also help keep your meals interesting from day to day.

Meals should be planned to include foods from the five major groups of the *Food Guide Pyramid*. Additionally, beverages and foods that are high in added sugars should be limited. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat daily products, and lean meats or meat substitutes.

(Source: Dietary Guidelines for Americans, 2000)

PROCEDURES:

- 1. Read *Stone Soup* by Marilyn Sapienza to the class. Let the students name the ingredients that were used to make the soup. The ingredients list will include water, seasonings, potatoes, milk, carrots, onions, and meat. Ask students to recall what other foods were served with Stone Soup in the story.
- 2. Discuss food as a basic need. We could not live without food. Food provides energy to live and grow.
- 3. Show the students a *Food Guide Pyramid*. Explain the categories on the *Food Guide Pyramid*. Explain that the *Food Guide Pyramid* gives us information to keep us healthy. Explain that although there are no bad foods and all foods can be a part of a healthy diet, there are five major food groups that are needed in a healthy diet. Identify the five major food groups. Explain that eating the foods from the five food groups keeps the body healthy. We need food from the five major food groups. We do not need the food in the "Use Sparingly" group. However, we may want foods from this group. Discuss the difference between needs and wants.
- 4. Display six large paper sacks. Label five of the sacks with the names of the five major food groups. When one is left over, ask students to think of nutritious food combinations that might not fit into just one food group. Lead the class in naming combination foods such as peanut butter sandwich, hamburger, pizza, chicken potpie, and others. Write *Mixed-Up* on the sixth sack.

- 5. Provide students *Homework Help #1* to take home in an envelope. This assignment asks students to begin a collection of healthy foods that we need by cutting out food pictures from magazines and newspapers at home and returning the food pictures in the envelope. (Supply extra magazines in the classroom in case some students do not have access to magazines or newspapers.)
- 6. As pictures of foods representing the five major food groups are collected and brought to school, instruct students to sort them according to food group in the six paper sacks.
- 7. Tell the students that being active also helps us stay healthy. Let the class discuss activity in working and playing. We *need* physical activity each day. However, we may *want* to watch cartoons on television.
- 8. Take the class to the playground to play "Grab the Potato." To play the game, divide the class into two groups and instruct each group to form a line facing the other group. The groups should be about fifty feet apart. Assign each student a number according to their place in line. (There will be a "1" on each side, a "2" on each side, and so on as determined by the number of students.) Place a potato on the ground between the lines of students. Call out a number. The two students having this number will race for the potato. The object of the game is to grab the potato and take it back across the group's line without being tagged by the opponent. If the person who has grabbed the potato is tagged by a player from the other team, a point is awarded to the other team. Continue playing until all numbers have been called.
- 9. Ask students to name other games to play that provide physical activity.
- 10. Prepare a bulletin board by drawing a large triangle on the board. Divide the triangle into six sections to represent the *Food Guide Pyramid*. Label the sections according to the food groups. Each of the sections on the *Food Guide Pyramid* should be at least four inches in height
- 11. Ask students to categorize the foods in *Stone Soup* according to the *Food Guide Pyramid*. Did they have foods from all of the five major food groups?

Bread—bread served with the soup

Fruit—fruit served with the soup

Vegetable—potatoes, onions, carrots in soup

Milk—milk in the soup

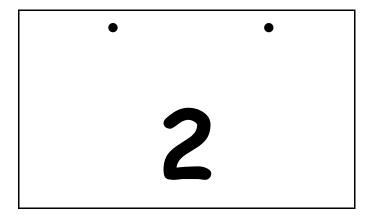
Meat— meat in soup

12. Provide each student with one 4- inch square of art paper. Let the students choose one of the foods in *Stone Soup* to illustrate with crayons or markers on the square. When all students have completed a drawing, collect the drawings and ask students to categorize them on the *Food Guide Pyramid*. Assist the students in securing the squares to the correct place on the bulletin board *Food Guide Pyramid* with thumbtacks or pushpins.

- 13. Read the words of the *Stone Soup* song to the class. Read the words again but stopping after each line for the students to repeat the words. Sing the song *Stone Soup* together. Send home a copy of the song for parents to sing with their child.
- 14. Discuss the "Milk Group" of the *Food Guide Pyramid*. Ask students to recall milk being added to the soup in *Stone Soup*. The story says that milk made the soup sweet. Although milk does not have sugar in it to make things taste sweet, people used to refer to milk as *sweet milk*. (Most of the students will not be familiar with this old terminology.)
- 15. Discuss choosing fat-free or reduced-fat dairy products most often to reduce the amount of fat in the diet. Share with the students that drinking milk each day helps build strong bones and teeth
- 16. Discuss "Milk Group" foods that are served in the cafeteria every day. Why does the cafeteria serve milk instead of soda at meals? What other foods from this food group are served at breakfast and lunch?
- 17. Discuss the recommendation of the *Food Guide Pyramid* to include from two to three servings from the "Milk, Yogurt, & Cheese Group" each day.
- 18. Lead the class in reciting the days of the week.
- 19. Read the words of the *Drinking Milk* song to the class. Read the words again but stopping after each line for the students to repeat the words. Sing the *Drinking Milk* song together and act out motions of drinking milk. Send a copy of the song *Drinking Milk* home.
- 20. Send *Homework Help #2* home to parents.
- 21. Ask the cafeteria manager to visit the class and explain how soup is made in the cafeteria. Ask her to explain how the workers prepare the soup to make kids healthy. Ask her to describe some of the work that is done in the cafeteria so kids can have good food to eat. Identify work as something that people do in at home and in their jobs.
- 22. Ask students to name jobs that they could do to help with meals at home. Lead the class in identifying setting and clearing the table as jobs they could do.
- 23. Send home *Homework Help #3* and the *Set the Table* assignment. This asks parents to assist their child in following the directions for setting the table at a family meal.



- 24. Discuss the vegetables added in Stone Soup. Discuss other vegetables that could be added to soup.
- 25. Show the class a potato. Ask students to observe the potato and describe the characteristics. Ask students to determine the food group for the potato.
- 26. Review the beginning sound of "p" (for potato) and ask students to think of other "p" words. Allow the students to share the "p" words orally.
- 27. Ask the class to pretend that the potato is "hot." Compare the difference in the way it would feel. Could they hold it for very long if it was hot? Ask students to name some things that are hot. Ask them to name some things that are cold.
- 28. Give an example of a cold object and an example of a warm or hot object. Let students tell which is hotter and which is colder. (Example: ice cream and soup or Jell-O and hot chocolate)
- 29. Arrange the class in a circle and tell them that they must pass the "hot" potato around the circle and must pass it as quickly as they can because it is "hot." When the "hot" potato is passed to them, they must say a word that begins with the letter "p" before they can pass the potato to the next person.
- 30. Repeat the game by using the beginning sound of "s" (for soup), "v" (for vegetable), "m" (for meat and milk), and "c" (for carrot).
- 31. Provide students with the *Potato Count* handout. Ask students to draw and color the correct number of potatoes in the boxes.
- 32. Prepare number tags by writing a number from 1 to 10 on each of ten flash cards. Punch two holes in the top of each number card and tie a piece of yarn through the holes.



- 33. Select ten students and assign each student a number tag to wear around their neck. As the class repeats the *Potato Chant*, ask the students who are wearing number tags to listen for their number to be called. When they hear their number, they should stand up. On the second part of the chant, the students will sit down when their number is heard. Repeat the chant with a different set of students wearing the number tags.
- 34. Read the words to *The Potato Song* to the students. Read the words again but stopping after each line for the students to repeat the words. Sing the song together and act out the motions!
- 35. Send *The Potato Song* and *Homework Help #4* home with the students.
- 36. Ask students to name kinds of fruit that could have been served with the Stone Soup. Discuss fruits as a source of nutrients in our diet.
- 37. Assign the students to bring one piece of fruit to school in a small, brown, paper bag. The kind of fruit in the bag must be kept a secret! Give each student a turn to give the class a clue about the fruit in the bag. Give examples of sensory clues that could describe the fruit. (Example: rough, smooth, sweet) After each clue, the class will try to guess the name of the fruit. Continue until all students have given clues for their piece of fruit.
- 38. Display the pieces of fruit.
- 39. Play *Musical Fruit* to familiarize students with fruits. To play the game, arrange students in a circle and give one student a piece of fruit. Start music and give instructions to pass the fruit to the next person in the circle. Continue passing the fruit until the music is stopped. When the music stops, the person who has the fruit must name a fruit. Each person must give the name of a different fruit each time the music stops.
- 40. Discuss the meat that was added to the soup. Inform the class that meat comes from different kinds of animals. The Stone Soup recipe does not tell what kind of meat was added. Animals supply us with meat. Identify an animal as a living thing. Identify plants as living things. Ask students to name things that are not living.
- 41. Share with the class that meat comes from different kinds of animals. Meat that comes from cows is called *beef*. Meat that comes from pigs is called *pork*. Other kinds of meat come from turkeys and chickens.
- 42. Lead the class in a physical activity by doing *The Chicken Walk*. Have the students tuck their hands under and into their armpits. This makes the wings for a chicken. Then have the students squat down and walk. Discuss the sounds that chickens make. (Example: cluck, crow, squawk) Allow students to do the *Chicken Walk* around the classroom making chicken noises.

- 43. Read the words of the *Meat from the Farm* song to the class. Read the words again but stopping after each line for the students to repeat the words. Sing the song together. Send a copy of the song home for parents to sing with their child.
- 44. Ask parent volunteers to help make body outlines for each child. Ask each student to lie down on a piece of roll paper. The teacher (or adult volunteer) should trace their body outline on the paper and cut out the body shape.
- 45. Each student should write their name on their body shape and draw identifiable facial features.
- 46. From the collection of food pictures, instruct students to select healthy foods to glue on their body shapes. After food pictures have been glued in place, the body shapes should be secured to the wall in the hallway with the caption "Healthy Foods Help Me Grow."
- 47. Read the words of *Eat Smart* to the class. Read the words again but stopping after each line for the students to repeat the words. Sing the words to the tune of *Up on a Housetop*. Send a copy of the song home for students to teach their parents.
- 48. Send the Parent/Student Survey home for a homework assignment. Parents and students must agree on the answers to determine the effectiveness of the *Stone Soup* unit.

EXTENSION ACTIVITIES:

- 1. Prepare stone soup in class using two cans of mixed vegetables, one 8 oz. can of tomato sauce, and one can of beef broth. Mix ingredients in a crock pot and add one unpeeled, washed potato for the "pretend" stone. Prepare the soup in the morning and allow the stone soup to cook in the crock pot during the day. Serve small portions of the stone soup to students with crackers and fruit.
- 2. Read another version of *Stone Soup* by Marcia Brown to the class. Lead the class in comparing the two versions of the story. Discuss life in the European village in the book. Discuss how food helped the villagers get along with each other in the story.
- 3. Secure *Stone Soup* by Tony Ross and read this version to the class. In this version of the story, a hen and a hungry wolf are the characters. Lead the class in comparing and contrasting the different versions of the story.
- 4. Read *Stone Soup* by Ann McGovern to the class. A young man and an old woman are the characters in this version. Lead the class in comparing and contrasting the different versions of the story.
- 5. Ask students to bring a vegetable that could be used in soup to school in a small, brown, paper bag. Give each student a turn to give the class a clue about the vegetable in the bag. After each clue, the class will try to guess the name of the vegetable. Continue until all students have given clues for their vegetable.

EVALUATION:

Participation

- Did students listen to the story and participate in class discussions?
- Did students participate in singing songs?
- Did students bring a piece of fruit and supply clues describing the fruit?
- Did the students participate in the *Potato Chant* activity?

Skill/Knowledge

- Were students able to identify food groups on the *Food Guide Pyramid*?
- Did students draw a picture of a food from the *Stone Soup* story?
- Were students able to find, cut out, and sort pictures of foods?

Behavior

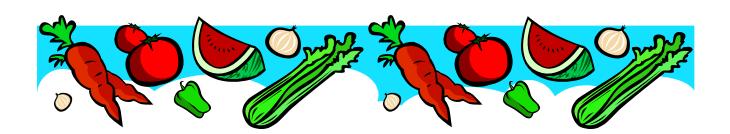
- Did students begin to help with jobs at home as determined by *Set the Table* and the Parent/Student Survey?
- Did students become interested in being more active as determined by the Parent/Student Survey?
- Did students begin to make smart choices according to the *Food Guide Pyramid* as determined by the Parent/Student Survey?

ACKNOWLEDGMENTS:

Nutrition and Your Health: Dietary Guidelines for Americans U. S. Government Printing Office Superintendent of Documents Mail Stop: SSOP Washington, D.C. 20402-9328

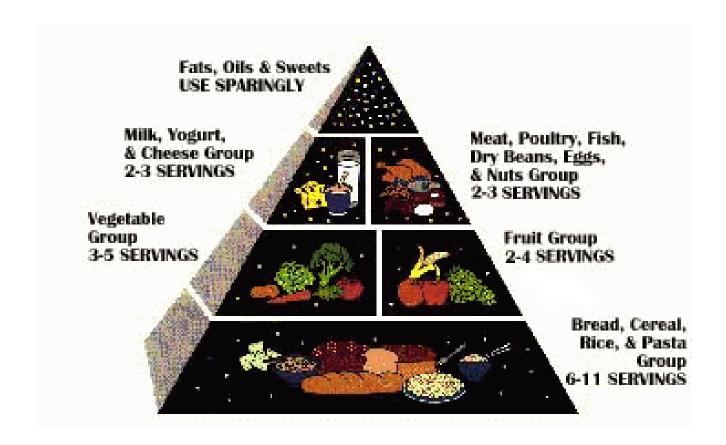
Eat Smart. Play Hard.™
USDA Food and Nutrition Service
3101 Park Center Drive RM 1014
Alexandria, VA 22302-9943





Food Guide Pyramid

A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

Dear Parents:

Our class is beginning a unit of study called *Stone Soup*. We will read the story *Stone Soup* together in class. As a part of this study, we will learn about the importance of choosing healthy foods. We will learn about the five major food groups of the *Food Guide Pyramid*. We will also learn that activity is important each day. There are several ways that you can help:

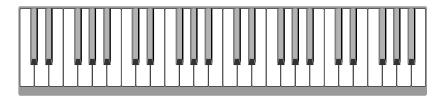
- 1. Please help your child find pictures of healthy foods in magazines and the grocery section of the newspaper. Your child has been asked to bring at least five food pictures to school for the unit. Please send the pictures to school in this envelope. If you do not have magazines at home, your child can bring one home to use.
- 2. We will use the food pictures for sorting foods into food groups. Please ask your child to identify the food group for each picture. We have a special food category for foods that belong to more than one food group. Foods like pizza, hamburgers, casseroles, and sandwiches include foods from more than one group. We will call this the *Mixed Group*.
- 3. It is important to read to your child. Try reading *Stone Soup* together at home. There are several versions of the story that may be available at the library.
- 4. Your child will bring home the words to a song *Stone Soup* that is based on the *Stone Soup* story read in class. Sing the song with your child.

Although there are no "bad" foods and all foods can fit into a healthy diet, the *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other things needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Snacks should be planned to include a variety of foods from the five major groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group



Sincerely,



Stone Soup

(To the tune of "Here We Go Round the Mulberry Bush")

Start the soup with water and stone,
Water and stone,
Water and stone.
Start the soup with water and stone,
Yum, Yum, Yum.

Drop in carrots and onions, too,
Onions, too,
Onions, too.
Drop in carrots and onions, too,
Yum, Yum, Yum.

Stir in milk to make it sweet,
Make it sweet,
Make it sweet.
Stir in milk to make it sweet,

Yum, Yum, Yum.

Potatoes make the soup taste good,
Soup taste good,
Soup taste good.
Potatoes make the soup taste good,
Yum, Yum, Yum.

Add some meat to make the soup,

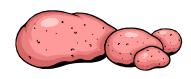
Make the soup,

Make the soup.

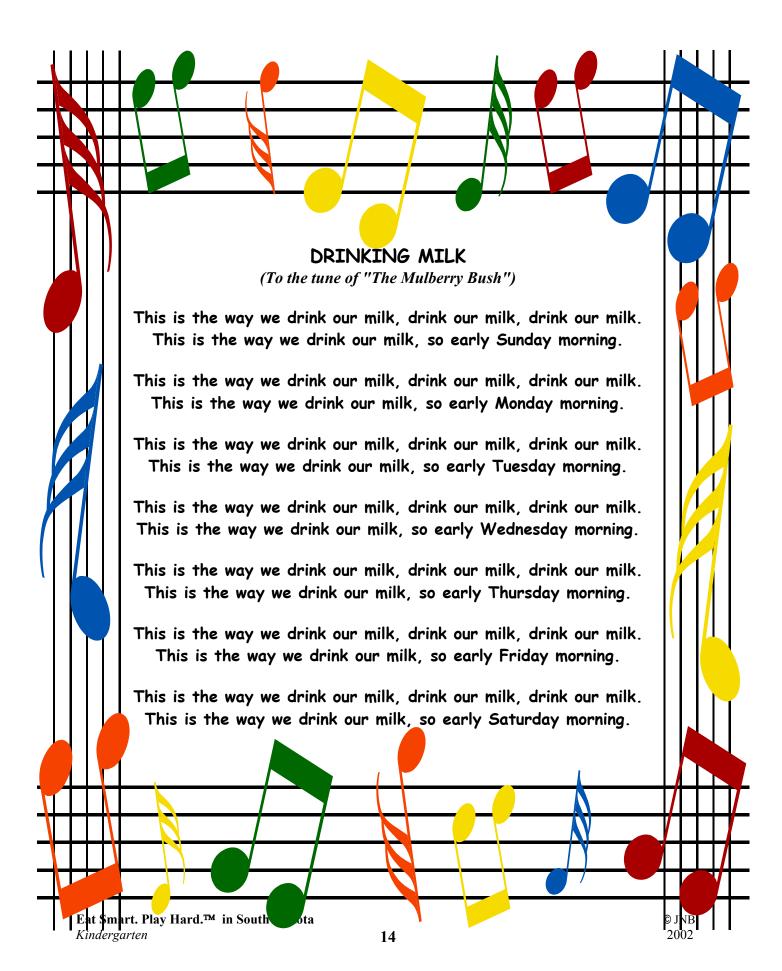
Add some meat to make the soup,











Dear Parents,

We have learned about the "Milk Group" of the *Food Guide Pyramid*. Your child will bring home the words to a song *Drinking Milk* that we have learned in class. Please sing the song with your child. This song teaches the days of the week and the importance of drinking milk. If you can locate the book *The Very Hungry Caterpillar* by Eric Carle, this would be a good story to read to your child to reinforce the days of the week.

We have also learned that physical activity is important each day. Adults need at least 30 minutes of activity most days of the week. Your kids need at least one hour of physical activity every day. Encourage your child to be active. Let your child help you plan family activities to enjoy on each day of the week. These may be as simple as taking a walk together, raking leaves together, doing household chores, or dancing to music. Let your child help you keep a record of the activities you do together for a week.

Sincerely,

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

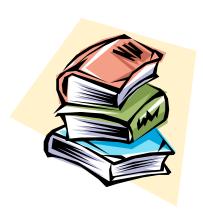
Dear Parents,

Today we talked about work that people. We discussed work as something that people do in at home and in their jobs. We talked about jobs that kids can do to help with meals at home. One of the jobs that kids can do is to help set and clear the table. Your child has a homework assignment to help you set the table. Please read the directions for completing the assignment to your child. Please monitor to see that the table is set according to the directions.

It is important that you read to your child. Try reading some of these suggested books to your child:

The Man Who Never Washed Dishes by Phyllis Krasilausky
Bread and Jam for Frances by Russell Hoban
The Berenstain Bears and Too Much Junk Food by Stan and Jan Berenstain
The Little Red Hen by Paul Galdone
Mr. Wolf Gets Ready for Supper by C. Jamerson
My Kitchen by Harlow Rodkwell
Mealtime by Maureen Roffey
Socks for Supper by Jack Kent
Vegetable Soup by Jeanne Modesitt

Sincerely,



SET THE TABLE

Dear Parents: Your child has been assigned the job of setting the table for a meal. Please read these directions to your child and provide assistance when necessary.

- 1. Put a plate down for each person that will be eating.
- 2. Put a knife at the right of each plate with the sharp edges facing the plate. The knife should be near the plate.
- 3. Place a spoon on the right side of each knife. The spoon should be near the knife.
- 4. Place a fork on the left side of each plate with the prongs up. The fork should be near the plate.
- 5. Place a napkin on the left side of the fork. The napkin should be near the fork.
- 6. Place a water glass just above the point of the knife.

Draw what you set on the table for one person in the box.				

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Draw 1 potato in the box. Color the potato brown.

1

Draw 2 potatoes in the box. Color the potatoes brown.

2

Draw 3 potatoes in the box. Color the potatoes brown.

3

POTATO CHANT

One potato, two potatoes, three potatoes, four.

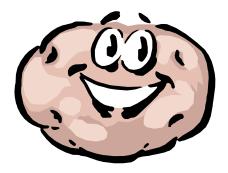
Five potatoes, six potatoes, seven potatoes, more.

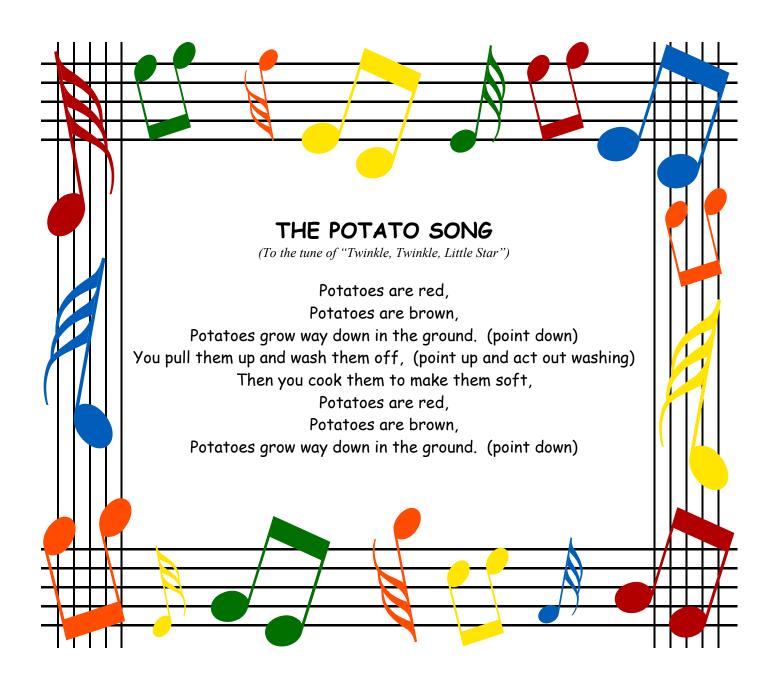
Eight potatoes, nine potatoes, ten potatoes, more.

Ten potatoes, nine potatoes, eight potatoes, more.

Seven potatoes, six potatoes, five potatoes, four.

Three potatoes, two potatoes, one potato, none.



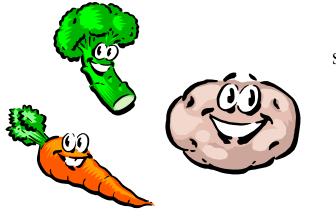


Homework Help #4

Dear Parents,

Our *Stone Soup* unit of study has continued and there are several things that you can do to help your child:

- 1. We have learned the sound of "p" for potato, "s" for soup, "v" for vegetable, "m" for meat and milk, and "c" for carrot. Please review these beginning sounds with your child by identifying other words that have these beginning sounds.
- 2. We have also learned a new song *The Potato Song*. Ask your child for a copy of the song and sing it with your child as you spend play or work time together.
- 3. Your child has been asked to bring one piece of fresh fruit to school in a small, brown paper bag. The name of the fruit will be a "secret" and your child will be asked to give the class clues to guess the name of the fruit. The clues should be something about the way the fruit feels, looks, or tastes. Please help your child prepare some clues about the piece of fruit to give to the class.
- 4. We have learned that meat we eat comes from animals raised on a farm. Beef, pork, turkey, and chicken are four kinds of meat that we have discussed. Take your child with you when you shop for groceries. Reinforce the food groups as items are selected and placed in the shopping cart. Identify different kinds of meat in the meat department.
- 5. We have learned a song *Meat from the Farm*. Ask your child to teach the song to you.
- 6. We need parent volunteers to assist in an art activity. If you are interested in volunteering, please send a note to school to let me know when you can help.
- 7. Ask your child to share a copy of the song *Eat Smart* with you. Ask your child to explain what the words of the song means. What does *variety* mean? What are the five food groups?



Sincerely,

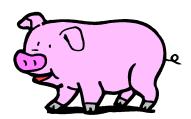
MEAT FROM THE FARM



Old McDonald had a farm,
E-I-E-I-O!
And on this farm he had a turkey,
E-I-E-I-O!
With a gobble, gobble here,
And a gobble, gobble there,
Turkey meat was everywhere!

Old McDonald had a farm,
E-I-E-I-O!
And on this farm he had a cow,
E-I-E-I-O!
With a moo, moo here,
And a moo, moo there,
Beef meat was everywhere!





Old McDonald had a farm,
E-I-E-I-O!

And on this farm he had a pig,
E-I-E-I-O!

With an oink, oink here,
And an oink, oink there,
Pork meat was everywhere!

Old McDonald had a farm,
E-I-E-I-O!
And on this farm he had a chicken,
E-I-E-I-O!
With a cluck, cluck here,
And a cluck, cluck there,
Chicken meat was everywhere!



EAT SMART

(to the tune of "Up on a House Top")

Eat a variety of foods each day,
You'll feel good at work and play!
Breakfast, lunch and dinner along with a snack,
A variety of foods will keep you on track!
Eat smart to be your best,
Eat smart to be your best!
Remember the key is variety,
The five food groups, they're for me!



Parent/Student Survey

Dear Parents: Please read the sentences on this survey to your child. Discuss each sentence together. When the two of you agree on the answer, help your child to color the answer for each sentence.

Directions: Think	about what you have learned in <i>Stone Soup</i> .
Think about wha	t you do each day. Use a yellow crayon to colo
the © or the © for	or each sentence.

\odot	means	yes
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\odot	means	nο
	means	110

I know the names of at least three different vegetables.		(i)
I know the names of at least three different kinds of fruit.		(3)
I have 2 or 3 servings from the "Milk Group" every day.		(3)
I know the names of at least three different kinds of meat.		(3)
I am trying to watch TV less and play more.		(3)
I like to play each day.		(3)
I help do work at home.		(3)
I try to make smart choices when I eat different foods.		(3)
I think kids need to learn about the Food Guide Pyramid.		(3)
I have told my parents some of the things I have learned.		(3)